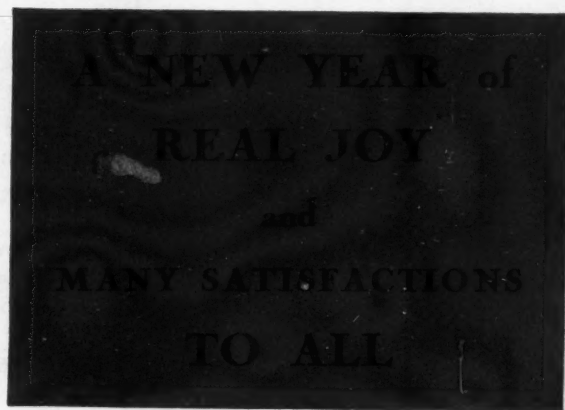


*The*  
**CAMPING**  
**M A G A Z I N E**

**JANUARY, 1932**

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**THE NATIONAL MEETING  
AT THE INN AT BUCK HILL FALLS, PENN.  
MARCH 3, 4, 5, 6, 1932**

**25 CENTS A COPY—2 DOLLARS A YEAR—VOL. IV—NO. 4**

**THE OFFICIAL JOURNAL  
OF THE CAMP DIRECTORS  
ASSOCIATION**

## Contents

	<i>Page</i>		<i>Page</i>
EDITORIAL—Credo of a Camp Director . . . . .	3	Editorial Jottings . . . . .	17
The Fire Places at Buck Hill Falls Inn . . . . .	4	The Kaleidoscope that is Maqua— <i>Margaret Kupperling</i> . . . . .	18
How to Get the Most from the National Meeting . . . . .	6	Cap'n Bill's Column—"Unpopular Practices and Poplar Trees" . . . . .	20
Modern Trends in the Field of Organ- ized Camping— <i>Rosalind Cassidy</i> . . . . .	8	Counselors' Column . . . . .	24
Camping, a Life Experience— <i>Frank S. Hackett</i> . . . . .	10	News of the Sections . . . . .	24
What Summer Camps Might Learn from Parents— <i>Helen Hardie Grant</i> . . . . .	12	Do You Need Counselors? . . . . .	23
A Camp Counselor Record of Usage— <i>Walter L. Stone</i> . . . . .	14	Books for your Library . . . . .	30
		An Invitation from Nashville . . . . .	28
		New Members . . . . .	28

## The Camp Directors Association

Formed in 1924 by the amalgamation of the National Association of Directors of Girls Camps  
Camp Directors Association of America, Mid-West Camp Directors Association.

National Office, Room 703, 11 Beacon Street, Boston, Mass.

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# THE *Camping* MAGAZINE

Volume IV

JANUARY, 1932

Number Four

## Credo of a Camp Director

*I believe* in the organized camp as A WAY to character enrichment, simple, wholesome living, social adjustment, creative expression, health acquirement and world friendliness.

*I believe* in my profession as A WAY of life investment, whereby I can share with boys and girls, my ideals, my experiences, my personality, in a worthy manner.

*I believe* that my profession has the right to a portion of my time, my thought, my energy and my income.

*I believe* gossip, insinuations, petty faultfinding, unfair statements, and jealousy to be unworthy of my profession and should have no place in my working relationship with fellow members.

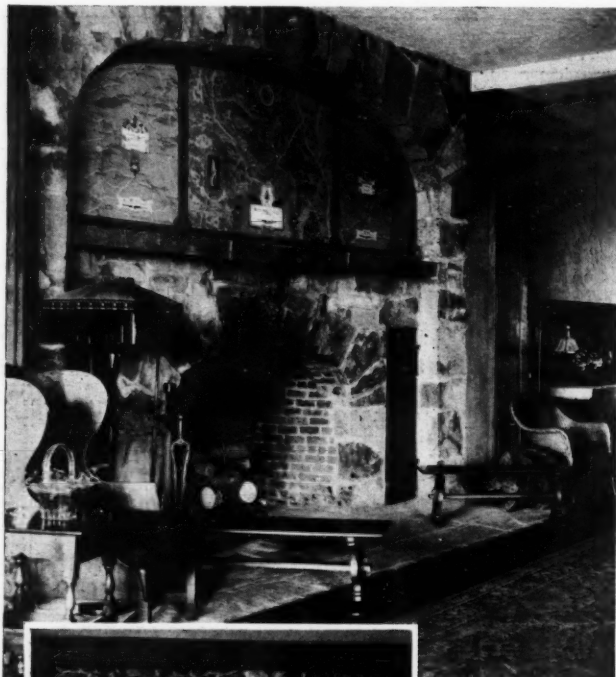
*I believe* in the principle of "live and let live" therefore, I will consider other camp directors as cooperators and not competitors in the advancement of the camping movement.

*I believe* that a good camp director controls himself, therefore, in my relation to campers, parents and other directors, I will endeavor to measure up to the following standard set by President William J. Hutchins.

I will control my tongue and will not allow it to speak mean, vulgar, or profane words.

I will control my temper and will not get angry when people or things displease me.

I will control my thoughts and will not allow a foolish wish to spoil a wise purpose.



WARMTH,  
GOOD CHEER,  
FELLOWSHIP  
WILL  
EMANATE  
AROUND THE  
MANY  
FIREPLACES OF  
THE INN

At Buck Hill Falls, Penn.

March 3, 4, 5, 6, 1932

AT THE

National Meeting

OF THE

CAMP DIRECTORS ASSOCIATION

*"I would fain warm thy body  
Cheer thy heart and rest thy soul"*

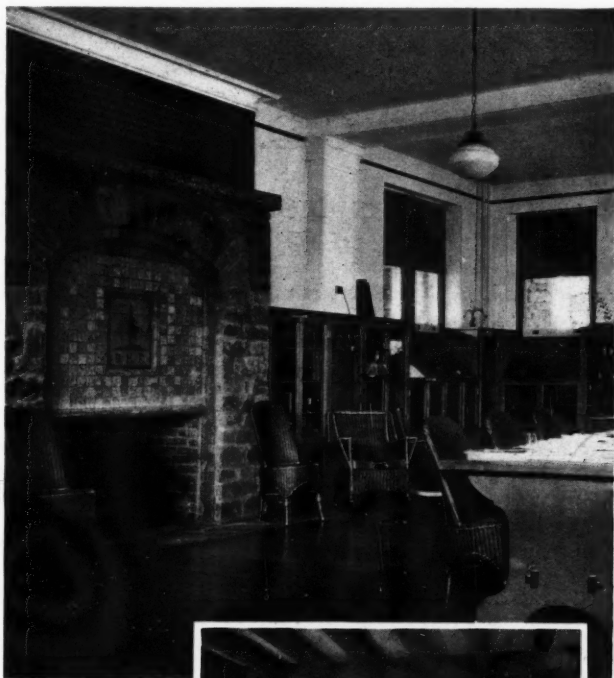
Thus reads the motto over the fireplace in the East Room of the Inn at Buck Hill Falls, Penn., and shown in the lower picture of the above cut. In this room will be held the opening "Get Acquainted" reception of the National Camp Directors' meeting, on Thursday night, March 3rd. One of the numerous attractions of the Inn is the great fireplaces to be found in the Lounges and Library. What could be more alluring to Camp Directors during the month of March than the open fire with its crackling logs, leaping flames and glowing coals! Men and women who assume the responsibility of caring for the body, mind and soul of many thousands in the summer, need this pre-camp meeting for the purpose of obtaining rest and adequate preparation for this big job.

FRIENDSHIP,  
LAUGHTER,  
WILL  
MAKE  
THE HOURS  
SPENT  
AROUND THE  
OPEN FIRE  
DELIGHTFUL  
AT THE INN,

At Buck Hill Falls, Penn.

March 3, 4, 5, 6, 1932

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CAMP DIRECTORS ASSOCIATION



*The Lure of the Open Fire*

"Take a seat" it would crackle, "right in front, where I can warm you. Sit, too, where you can look into my face and see how ruddy and joyous it is. I'll not bore you: I never bored anybody—never in all my life. I am an endless series of surprises, and I am never twice alike, I can sparkle with merriment, or glow with humor, or roar with laughter, dependent on your mood, or upon mine, or I can smoulder away all by myself, crooning a low song of the woods—the song your mothers loved, your cradle song—so full of content that it will soothe you into forgetfulness. When at last I creep under my gray blanket of ashes and shut my eyes, you, too, will want to sleep—you and I, old friends now with our thousand memories."—*F. Hockinson Smith.*

## How to Get the Most from the National C. D. A. Meeting

THE INN AT BUCK HILL FALLS, PENN., MARCH 3, 4, 5, 6, 1932

"Do you know", said one camp director to another at a recent meeting, "since I have decided to attend the national meeting in March at Buck Hill Falls, I have been experiencing a real thrill in studying the excellent program prepared by the committee, particularly the topics for discussion and I mean to get the most possible good from the meeting".

"Sounds interesting, tell me something about your plans."

"First of all, I am reading several books published on camping, for instance, "Camping and Character" by Dimock & Hedley; "Creative Camping" by Joshua Lieberman; "Camping and Education" by Bernard S. Mason; "Education and the Summer Camp" by Dr. L. B. Sharp and the articles in *CAMPING*. I have these books and the magazine always within reach so that whenever I have a spare moment, I pick up a book and read. So many statements are made in these books about trends and the future of camping that I am writing on a pad of paper a number of questions to ask at the Seminars. You know how quickly we forget what we don't write down."

"Splendid!!—A great idea".

"The next thing I am doing is that of making out my purchase list of the things I need for this coming season and as the program permits ample time to look at the Commercial Exhibit, which I am told will be unusually large, I propose to study the exhibit between sessions, meet the representatives of exhibiting firms and personally talk with them about my needs. It is so much more satisfactory than writing or

interpreting catalogues. I will probably do much of my purchasing at the meeting."

"Thanks for the suggestion, I will do the same thing. What is next in your plan?"

"I have read and heard so much about so many Camp Directors who are really pioneers in organized camping, that I want to meet them at Buck Hill Falls. I am told that on Thursday night there is going to be a real "Get Acquainted" gathering, when everybody will be introduced to each other. This will be the big social event and I don't want to miss it, in fact, I am planning to be present at the opening of the Convention and stay through until the closing session. It means so much to be able to talk with other directors, find out what is new in camping as well as share experiences."

"So many meetings have had such over-crowded programs that it will be a relief to attend one where time is really given for social contacts."

"Oh! Yes! you know there is to be an Exhibit assembled by the sections and a large space has been set aside for this. I expect to get a lot of ideas from the photographs, printed matter, and program material shown by the member camps. Don't you think such an exhibit will be worth spending a lot of time in looking it over?"

"I certainly do, so much so, that I sent to the Exhibit Chairman of our section, a lot of material for this exhibit. I want other directors to know something about the camps in our section and of course, I want to know what is being done in other sections."

"The Inn at Buck Hill Falls is charming and the American Plan, which includes meals in the rate, meets with my hearty approval. We are getting a very special rate, also and it will be delightful to just relax in one of the many Lounges and feast your eyes upon the beautiful Pocono Mountains. Won't it? Can you imagine a more ideal setting for a meeting of camp directors?"

"Will there be special railroad rates?"

"All the railroads have granted a special rate on the certificate plan, that is, one hundred tickets must be purchased for Cresco, Pennsylvania, which is the railroad station for the Inn, and when purchasing, you want to ask for a Convention Certificate which is good for the purchase of a return fare at either one-half cost or one-third reduction in price when endorsed by the railroad representative at the Convention. All motor routes include Buck Hill Falls and if there is no snow, the ride over the hills will be wonderful. A route map will be sent to every person who registers."

"The Committees certainly are planning many unusual things for our comfort and enjoyment, aren't they?"

"That is why so many directors are going. Everybody is working hard to get out a big attendance for it will be the first time when so many directors of all types of camps will meet together for mutual helpfulness. There is a registration fee of one dollar (\$1) for program expenses and I am told that the Inn is arranging for a capacity attendance."

"Well, I must meet another appointment, so Good-Bye and I'll meet you at The Inn in March."

The above conversation is but one of the many indications which point toward a record attendance at the national meeting, March 3, 4, 5, 6, at The Inn at Buck Hill Falls, Pennsylvania. Registration cards, Reservation cards and Programs will be ready by January 15th. All camp directors, also counselors, who are contemplating attending the meeting are

urged to engage hotel accommodations as early as possible. Material for the Sectional Exhibits should be sent to the Chairman of your section. The chairmen are:—

*New England*—MR. STANLEY R. OLDHAM,  
14 Beacon St., Boston, Mass.

*Pennsylvania*—MR. E. W. SIPPLE, 4501  
Cedar Lane, Drexel Hill, Pa.

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*New York*—MR. ERNEST P. ROBERTS, 285  
Schermerhorn St., Brooklyn, N. Y.

*South Western*—

## Modern Trends in the Field of Organized Camping

By ROSALIND CASSIDY, Mills College, California

This article written by the President of the Pacific Section Camp Directors' Association—Rosalind Cassidy, Professor of Physical Education at Mills College, California and Director of the Girl's Camp Counselor Training Session and Counselor Placement Bureau of the Pacific Section Camp Directors' Association,—contains material worthy of consideration by other sections at their annual meeting.

PERSONS today studying this whole aspect of organized camping are, I believe, struck by one very evident fact—that is, the earnest purpose of the majority of workers in this field to parallel the development of the principles and practices in organized camping with the development of the principles and practices in modern education. It is interesting to note the objectives of education as formulated in the Sixth Year Book of the Department of Superintendence of the N. E. A. and to parallel them with the objectives of the Organized Summer Camp as formulated by the Camp Directors' Association. These are the objectives of Education:

To promote the development of an understanding and an adequate evaluation of the self.

To promote the development of an understanding and an appreciation of the world of nature.

To promote the development of an understanding and an appreciation of organized society.

To promote the development of an appreciation of the force of law and love that is operating universally.

These are the objectives of the Organized Summer Camp:

Increased physical efficiency

Improved health

Rest, with the nerve tension relieved and with preparation for another year of school activity.

Regular habits of eating, sleeping, exercise and relaxation.

Rationalized weight.

Perfected, or newly acquired motor skills.

More stabilized emotional integration.

A less shy, retiring, self-conscious, or over-confident manner, as the case may be.

Greater understanding of primitive processes through living close to nature, and developing an appreciation for the accomplishments of the pioneers.

More enlightened social participation.

An increased willingness to work with others; a greater capacity for responsibility.

Acquisition of taste and appreciation for

Beauties of nature.

Goodness of human nature.

Actual worth of persons.

Spiritual growth.

This means, I believe, that the leaders in the field of organized camping recognize their work as a part of education and undertake it in the spirit of educators. If this is so, much more of a challenge faces us than it did before our aims were so clearly defined. Our program and method must be educationally sound and our leadership highly trained. East or West, then, one very important trend is to recognize the organized camp as an educational project.

Because of this fact we see a second trend; that is, the efforts toward research in the camp field, the testing and evaluat-

ing of procedures. Fretwell, Dimock, Hendry, Mason and others have made a beginning, something has been done in camp safety, much lies ahead and is a challenge to our further growth.

A third trend, also connected closely with the others mentioned, is in the increase of the published material in this field. Dignified volumes on the philosophy, theory and methods in camping are appearing to augment the earlier material on camping techniques and skills.

So much, briefly, for general trends; now for a word on the trends in the thinking and work of those interested in the organized camp on the Pacific Coast. These are, as I see it, along three lines, namely: pooling ideas through conference, promoting general publicity, and training and placing counselors.

As early as 1922 a few directors were informally gathering for conference on camp matters. This need has grown and been met through the organization of the Pacific Section Camp Directors' Association which in March of 1932 will hold its seventh annual conference. At the last conference, we had an attendance of about three hundred present which surely indicates that this interest in conference is indeed a genuine need in the growth of organized camping in the West. We have found that our group desire in their conferences emphasis on three things: First, much time for round table conference in like groups; second, inspiration and leadership from one outstanding authority who stays throughout the conference; third, specific instruction and guidance in the techniques and methods in the various camp program activities. All of these we are emphasizing in the 1932 conference. A. E. Hamilton is to be the special guest discussion leader of the conference, while the cooperation of various national organizations makes possible such names on our program as Edith Kempthorne of the National Council of the Camp Fire Girls, Oleda Schrottky of the National Council of Girl Scouts and Dr. George J.

Fisher of the Boy Scouts of America.

Connected with these conferences we try to tie up our second need, that of general publicity. The parents in the West, much more than those in the East need to be convinced of the value of the summer camp experience for their children. This year through the able chairmanship of Mr. Louis Blumenthal our section has come forth in print in a quarterly "*Camping Bulletin*". This we believe will be helpful in solving some of our needs for interpreting the values of camping to a large group of persons.

Now a view of our third trend, one that has taken much of our group thought since our first organization and one which is still both a local and national challenge; that is, training of adequate leaders for this camp program. This is what we have done so far. We have had since our first conference special training sections for camp counselors at the annual conference. A summer training course for counselors in girls' camps granting the Camp Directors' Association camp counselor credential has been organized at Mills College since 1926. We now have a standing committee to consider how we may organize such a course for men. Our section made a study and report for the National Association on counselor training. This was published in the *CAMPING Magazine* in May, 1929—a digest of it was reprinted in the 1931 *Camps and Camping*. The counselor's course at Mills College has printed a Counselor's Handbook compiled by Miss Verrel Weber that has received wide commendation and carries with it a director-counselor conference blank that is believed by some to be a useful method of training counselors in service. I believe that in what little counselor training we have done on the Pacific Coast we have made one unique emphasis—that is, the need of a broad counselor preparation followed by directed camp counseling comparable to the theory training of prospective teachers followed by practice teaching, before the person is qualified to teach.

We earnestly believe this broader preparation must be faced and provided for in camp counselor training requirements before we may claim that our camps *assure* the child a positive educational experience.

One other part of our program with counselors is to set up a Pacific Section placement bureau that acts as a clearing house for counselor and director leadership needs. We have used the same blanks set up by the National Camp Directors' Association and have tried to correlate

this service with a stimulation to higher requirements in counselor training.

Now, finally, to summarize these remarks, the great trend all through is in rapid growth, checked a bit by the financial uncertainties of the last two years, but none the less forging ahead. The challenge is to interpret the objectives, test the methods and procedures, qualify the leadership, hold to the highest possibilities in a field where the very finest outcomes of the educational process are possible.

## Camping a Life Experience

By FRANK S. HACKETT, *President, C. D. A.*

The following excellent paper was read by Mr. Hackett at the Annual Conference conducted by the New York Section of the C.D.A. held in New York City, December 4th and 5th, 1931. Those who were present considered the paper a camp classic and requested that it be given wider circulation. Our readers will find it contains a ringing challenge to make camp an experience in living which will never be forgotten by the campers.

WITH practically everyone, camping is instinctive. Many do not camp, but the yearning is there. If they miss the actual experience, they probably, through stories read, heard, or acted, imagine it. Pathetically ignorant of how to camp out, untold numbers risk health, comfort, and even life in crude attempts to satisfy this desire.

To persuade boys, girls, and their parents to camp, is unnecessary. That is just what they want. To teach them to camp well, however, is another matter, and that should be the plain, unvarnished, primary aim of every director and staff. The further this object is advanced in every camping season, the greater is bound to be the response, individual and general. Our American public incurably loves camping. That is why even in hard times good camps continue to thrive, and poor camps somehow muddle through.

Back of this eagerness to camp is hunger for reality. When everything is being done for us, we chiefly long for the fun of doing things for ourselves. Boys, girls, and adults who have no idea how to build a fire, to make a comfortable bed on the ground, to carry a pack, or to pull their weight in a boat, very much want just that experience.

Unquenchable admiration for the pioneer, is also bound up with this yearning to camp. Though psycho-historians rend apart and asunder early explorers, frontiersmen, and settlers, they cannot dim worship of these heroic spirits.

Without something of pioneer experience, a camp cannot satisfy. Campers long for this bread, and often we give them the stones of protection, of luxury, of imitation of the very city life they are fleeing. They may think they want

movies, shows, highly organized sports, and other transferences from accustomed environment, but give them a chance really to camp out, to explore, to swim, to paddle, to sail, to fish, to hunt with a camera, to learn wild life and its haunts, and you will find tamer occupations falling into the background in which they belong. Life itself, not a representation, is what boys and girls crave and must have in camp.

Camping as a life experience is wrapped up with leisure. The way we use leisure, that part of our time not directly devoted to earning a living, largely marks our satisfactions. More than this, however, it affects our future, and that of our families, our communities, and our associations. In educational philosophies, the subject of leisure looms constantly larger. Those who seize leisure to camp out, are usually among life's effectives. They draw strength from simplicity, ruggedness, and even hardship. Of our recent Presidents, Roosevelt and Hoover afford outstanding examples as campers. Nothing in Roosevelt's family life appealed more to Americans than his "over-nights" with his boys, and nothing now is more sympathetically understood about Mr. Hoover than his frequent retirement to the Rapidan camp.

A radical change in our conception of leisure is sweeping the horizon. The rocking-chair fleet, especially of young people, has almost vanished. No longer a do-nothing period, leisure has become a time of refreshment through doing something different. This picture is gradually permeating the hard shell of education, and we are wondering how the long summer vacation from school ever became such wasteful days as they often are. We forget they just happened—that in a farming civilization boys and girls had to help through long summers away from school. Strange as it may seem to teachers, no one ever designed protracted holidays for them to recuperate from arduous tasks. Lacking as we always have, and still do, educational statesmanship, we have moved



FRANK S. HACKETT

from an agricultural to an industrial civilization almost without change in educational tradition. Among the vast majority of boys and girls, and indeed among many teachers, summer is still the time to drop any thought of self-development or training, or to do otherwise than pleasantly vegetate.

With the new appreciation, however, that education goes on in periods of leisure as well as in those of study and of work for a living, educators and wise parents are beginning to see in the long vacations marvelous opportunities for boys and girls to equip themselves for many sides of life. If the good summer camp could but be adequately interpreted to them, they would join the late President Eliot of Harvard in hailing this movement as thus far the most significant American contribution to education.

It is well worth while further to examine camping as a life experience for boys and girls.

Whatever their economic condition now or later, they are bound to have some leisure. How will they use it? This depends upon their tastes and their training. If they have ever known the joys of good camping, it is almost certain that they will seek to satisfy the craving for the open which is instinctive with us all. Among

other invaluable traits this involves foresight, good judgment, willingness to "go light", to emphasize necessities and minimize luxuries, resourcefulness, skill in handling one's self, materials, and implements, companionability (one seldom camps alone), thoughtfulness, willingness and ability to meet the other fellow halfway, initiative, and pluck. Even this partial catalog recounts characteristics which are of the very essence of life.

Situations other than camping of course foster some of these traits, but I can think of none which more favorably influences them. The very simplicity and naturalness of good camping make boys and girls receptive of its lessons. Clothes, for example, which necessarily complicate existence during much of the year, become insignificant at camp. Only the barest es-

entials are worn. Good, wholesome, attractive fare without frills, also contributes to a favorable atmosphere. To roam, to climb, to drink in broad vistas of mountain, lake, river, or ocean, to follow a bent with or without books, to play games, or just to meditate—this, too, appeals to youth.

It may indeed be fairly said that in a good camp a boy or girl experiences leisure at its best, because the period is in every sense developmental, a reflection of actual life situations, and a building up of resources of permanent value.

The social usefulness of good camps is likewise inestimable. It is not too much to hope that boys and girls who have in this experience had part of their summer leisure, will as men and women be partici-

*Please turn to page 22*

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## What Summer Camps Might Learn *from* Parents

By HELEN HARDIE GRANT

Mrs. Grant, a mother residing in a Mid-Western city, constructively and sympathetically criticizes camp short-comings which will compel serious consideration on the part of directors and counselors. Living so near to a situation or condition, frequently blinds us and makes us unaware of their effect and influence upon campers. Parental instinct can detect effects of over fatigue quicker than directors. Wise directors welcome suggestions and advice from mothers who live with their children for a much longer period than that spent in camp.

LAST August, while my own children were at camps, I read with keen appreciation the article in the "Parents' Magazine" on "What Parents May Learn from Camps", and heartily agreed with all that was in that article. I cannot say too much for the spirit of cheerful, willing cooperation in the camps where my children were. The freedom of a camp, its secluded safety for children who all the year have gone to school through heavy

traffic, the absence of hurry and stress and strain after a winter of school, plus music, plus weekly visits to the dentist, the simplicity of a children's program divorced from that of adults—all these appealed to me.

But as the summer wore on, I grew to feel that there were suggestions which many parents would have made, if they could have made them without appearing supercritical and perhaps unappreciative

of the many real benefits their children were deriving from camp life.

The emergency care of my children's health, for example, was excellent. Both remained free from empyigo, although it was brought into the camps from outside, and both camps were immediately closed to all visitors upon the outbreak of infantile paralysis a hundred miles away. Both camps provided good beds and superlatively excellent food, although there were minor particulars in the daily care of the camper's health that I did not like. The girls' camp had only cold showers and there was no provision for even the occasional use of hot water. Both camps administered milk of magnesia or phenolax daily to everyone until I asked to have the practise discontinued as far as my own children were concerned. In the eight year old girls' cabin, there was an extremely annoying case of enuresis, and I do believe that such a persistent case should be sent home. A physician suggested that the situation was so largely mental that the decision that such a case should be permitted to stay only if improved would be sufficient to clear up the trouble.

Then, too, I cannot say enough against overnight hikes for children under sixteen, their overfatigue, their preponderance of cold food, their insufficient sleep and that little under uncomfortable conditions. In both camps, the infirmaries filled rapidly within the twelve hours after such a hike. The boys came in with bruised and infected feet and legs, the little girls with vomiting from fatigue or merely an utter weariness which made them unable to go on with the camp program, the older girls with too early menstruation brought on by overexercise, and within twenty-four hours, at both camps, the heavy colds with a fever began to develop. There are many parents who would be glad to see the overnight hike entirely abandoned for juniors and middlers, and to have the camp trucks commandeered for some of the day hiking trips, so that the actual mileage covered

by the hikers was greatly reduced. If the object of the overnight hike is to relieve the monotony, it may be suggested that any feeling of monotony among the children may be overestimated, since so many of them have to be urged to take the trips; if the object is to create a night off for the kitchen staff, it would still be possible for the campers to cook their own supper in the woods and to return to the cabins or tents later in the evening.

A keenly intelligent camp nurse stated that the greatest problem of the camps was that of overfatigue, and spoke with disparagement of an annual three day hike in another camp in which all boys, big and little, participate, and in which all are urged to go on until the last moment of endurance, while those sticking it out the three days—sixty miles—receive medals. She insisted that the overstrain of an adolescent heart was not compensated for by a Spartan persistence and that adult judgment ought to make such overexertion unnecessary.

An adolescent, just over a very severe case of measles with a rough spot on one lung, sent to camp with a physician's certificate urging good food, fresh air, swimming and as little other exercise as possible, was taken at the end of a month on a hike to the top of Mt. Washington in a heavy rain, and within the week, on a six mile afternoon hike and an overnight trip, whereupon he retired to the infirmary with a fever and the recurrence of the heavy bronchial cough he had been especially urged to avoid.

As the summer passed, we grew to prefer the camp of seventy or thereabouts to the larger camp unless it was divided into units, for we found that in the undivided camp, the evening entertainments were either largely professional—movies or travelling college troupes with plays or puppets—or given by the staff of counselors, while in the units or smaller camps, the groups seemed wieldy enough to be drilled in dances, puppet shows, tableaux and operettas of their own. We fancied,

too, that the noise of two hundred and fifty in one dining room seemed annoying to many of the children themselves.

In all of the camps visited, the singing at meal times was so utterly delightful, we questioned whether more could not have been done with the fresh young voices in the way of glee clubs which might have supplemented the programs given by the excellent camp orchestras.

Undoubtedly, boys gain self reliance at camp, but I wondered if they would not gain almost as much if there were two or three camp mothers, who would visit those in the hospital, sew up the enormous three cornered tears in flannel shorts and be "at home" on Sunday afternoons. There were older women in the girls' camps who took such a warm personal interest in helping individual girls, pushing forward the backward and shy, introducing them, and urging them into this or that activity, but at the boys' camp, there seemed to be no one to help the awkward boys find themselves, and I saw many a forlorn and lonely youngster among those not receiving visitors of a Sunday afternoon.

We wished that camp libraries might be more adequate. Surely every camper might contribute a couple of books, either for the summer or permanently, to shorten the tedium of rainy days, and surely a good Nature library should be built up.

Children accustomed to magazines and newspapers miss them even in the woods. Our copies of *John Martin*, *Child Life*, the *American Boy* and *St. Nicholas* were worn out. Perhaps parents might cooperate with the camps, and send the home copies to their children for general circulation.

At a boys' camp, we strongly feel that the display of nudes and pornographic pictures should be sent home as a nuisance, and that the other campers should understand clearly why he went. Such a boy occasionally gets into any camp as into any school, although the moral tone of the camps is high and their chapel services beautiful and practical and inspiring.

This then is what the parents would ask of the camps—a little more careful sorting out of undesirables, a little more entertainment for children such as the small boy who, losing an abominably played tennis set, said drearily, "O Dad, I'm afraid I'm purely mental!", a large reduction in the number of over strenuous hikes for younger children and the consequent filling of the infirmaries, while the canoe and horseback trips for boys and girls of sixteen, seventeen and eighteen continue undisturbed.

Indeed, the summer camps are so splendid in almost every respect that we parents want to see them perfect!

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## A Camp Counselor Record of Usage

By WALTER L. STONE

Director Boys' Work Courses, Boy Life Service Bureau, Camp Blue Ridge for Boys of the Y. M. C. A. Graduate School, Nashville, Tennessee.

THE position of the Camp Counselor is rapidly becoming a profession. One of the first tasks in the process of development of any vocation, professional or otherwise, is the study of the activities

of the person working in the area being studied and the skills of the worker.

There are several ways of making such a study; one is known as the job analysis method and is illustrated particularly by

Dr. W. W. Carter's studies and those of Dr. L. W. Bartlett. Those<sup>1</sup> by Dr. Bartlette of the Executive Secretary of the Y. M. C. A. and the Physical Director are comparable to the kind of vocation we are studying here.

Another method is that of studying types of vocations in various organizations as Miss M. Williamson<sup>2</sup> has done in the Social Worker in Group Work which is a study also in a comparable field. Neither of these methods seem to go far enough for a study of the position of Camp Counselor.

Still another method is that known as the Record of Usage, a method devised by the American Council of Education to describe what a person does and the manner of the doing as a basis for the selection and training of candidates for various positions, most of them at the present time being government positions.

The writer was first introduced to this method of analysis and interpretation of positions by Mr. O. E. Pence, National Council of the Y. M. C. A. The results of that introduction can be found in a Record of Usage of the Boys' Work Secretary of the Y. M. C. A. published in a recent volume.<sup>3</sup>

Application of this method to the position of camp counselor was suggested this past summer by graduate students in training for camp directorship at Camp Blue Ridge for Boys at Blue Ridge, North Carolina. The following Record of Usage of the Camp Counselor in a boys' camp was the result.

It will be well to note here just what a Record of Usage is and what it tries to do. "A record of usage is an accurate list of essential actions and modes of performance of an expert successfully achieving a particular purpose. A Record of Usage shows what must be done, the conditions

under which it is to be done and the manner of the doing."<sup>4</sup>

The Record of Usage presented here for the position under discussion, is for the purpose of suggesting this method of study and analysis of the vocation of camp counselor as having real possibilities for defining the job, for selecting counselors, and for outlining training needs.

#### A RECORD OF USAGE *for the* CAMP COUNSELOR *in a* Boys' CAMP

SEES THE CAMP OPPORTUNITY AS AN EXPERIMENT AND DEMONSTRATION OF COOPERATIVE EDUCATION AND CREATIVE LIVING ON PART OF ADULTS AND BOYS, LEARNING TO LIVE BY LIVING AND LEARNING TO DO BY DOING.

WORKS UNDER THE GENERAL SUPERVISION OF THE CAMP DIRECTOR AND CLEARS ALL HIS PROBLEMS AND DIFFICULTIES THROUGH HIM OR HIS ASSOCIATES AROUND THEIR SPECIFIC RESPONSIBILITY, IN ORDER THAT EVERY ACTIVITY MAY MAKE FOR THE BUILDING OF CHARACTER.

DIRECTS THE ACTIVITIES AND PROGRAM OF THE CAMP IN AND THROUGH HIS GROUP AS A UNIT OF THE TOTAL ORGANIZATION IN SUCH A WAY THAT EVERY ONE GROWS IN OUTLOOK AND INSIGHT, ATTITUDES AND APPRECIATION, AND MEANS OF CONTROL.

COOPERATES WITH THE CAMP STAFF IN THE ORGANIZATION AND ADMINISTRATION OF THE CAMP POLICY AND PROGRAM IN SUCH A WAY THAT THE ABOVE OBJECTIVES MAY BE REALIZED.

Carries out particular responsibilities

<sup>1</sup> Bartlett, L. W., *The Executive Secretary of the Y. M. C. A.* Chicago, Univ. of Chic. Press, 1929.

<sup>2</sup> Williamson, Margaret, *Social Worker in Group Work*, New York, Harpers, 1930.

<sup>3</sup> Stone, W. L., *What is Boys' Work*, New York, Association Press, 1931.

<sup>4</sup> American Council of Education, *Selection of College Graduates for General Service*, Educ. Record, April, 1929.

and duties with executive ability and dispatch.

Participates purposefully in all the activities of camp, possessing a clear idea of the specific objectives for campers of these activities.

Participates in leaders' meetings constructively, cooperatively, and with a scientific attitude.

Keeps personal problems, theories and prejudices in the background, has no emotional relationships and plays no favorites in his group or with any one else in camp.

Understands the rights and needs of other groups and the camp as a whole, as well as the individual rights of the members of his group in such situations as quiet after taps, cleanliness of buildings and grounds, and leads boys in playing a team game in such matters.

Presides at his table in the dining room with tact, and courtesy, seeking by example and suggestion to make each meal an experience of cultural value.

Takes his day off in some form of activity that helps him get away from his responsibility and maintain a true perspective.

**ORGANIZES AND DIRECTS HIS GROUP WITH AN EDUCATOR'S AWARENESS OF THE POSSIBILITIES IN THE PROCESS OF GROUP WORK OF HELPING YOUTH BECOME SELF-DIRECTING, SELF-CONTROLLED, CONSTRUCTIVE, INTELLIGENT, SOCIALLY ADJUSTED INDIVIDUALS.**

Sees himself as the foremost companion, his major responsibility, of the group of boys in the unit of organization for living purposes at camp and exhibits the highest moral character in all camp situations.

Helps boys organize their group and activities through an orderly approach to work, recognition of leadership within the group and a sense of their responsibility to the entire camp.

Leads boys in an ever enlarging round of interests and activities, releasing the energy and ability of each of them.

Deals with group problems and "difficult" boys intelligently and happily, believing in youth, enjoying them, appreciating their possibilities.

Builds up a unit esprit de corps through discussion, story telling, sharing in proposing, planning and carrying out the activities of the group.

Plans and carries through one project after another with his group, meeting emergencies and discouragements with initiative, resourcefulness and creative imagination.

Helps group understanding what respect for personality and abundant good will towards others means by practicing living in a "society of friendly men" with them.

**ACTS AS THE PERSONAL COUNSELOR AND ADVISOR OF EACH MEMBER IN THE GROUP FOR WHICH HE IS PRIMARILY RESPONSIBLE.**

Checks on the health of each boy in his group at least twice a day and reports any illness or injury immediately to the health director.

Makes a case study of each boy in his group, keeping a cumulative record.

Counsels personally each boy helping him to face issues that arise in living together in camp and to foresee consequences of conduct on himself or others.

Sees that every boy is busy and happy during the day according to his needs and interests using cooperative, rather than autocratic methods, of control.

Sees that each boy has sufficient rest and is personally clean before each meal by getting them to want to do these things themselves and not because they have to.

Knows where each of his boys are and what they are doing every hour of the day without spying on them.

Helps each boy "to see life steadily and see it whole", with emotional stability and the most honest and true purpose for himself in the world in which he lives, that he can understand.

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## Editorial Jottings

*A NEW Year—1932*

*Make it Your Best Year*

MANY Christmas Greeting Cards arrived at the editor's desk. They were messengers of happiness and cheer. Thank you all for remembering us.

Reunions were the vogue during the Holiday Season. Hundreds of campers and counselors renewed friendships, talked about the experiences of last season and had a jolly time. From now on, eyes will be turned toward the opening of the 1932 camping season.

A wealth of articles appear in this issue of *CAMPING* covering a variety of subjects. February and March will be Pre-Convention numbers. The demand for the magazine is so great that the edition is usually exhausted within two weeks of its appearance. No back numbers are available. Many new subscriptions are being received from directors, who believe it a good investment to send the magazine to their counselors.

Acknowledgment was unintentionally omitted in the December *CAMPING* for the courtesy extended by the American Nature Association in granting the privilege of reprinting the article on "Devout Warblers" which appeared in that issue. This courtesy is greatly appreciated not only by the editor, but by our readers. Thank you.

Congratulations to the New York Section upon the success of their recent two-day conference and exhibit. It was a splendid demonstration of what can be done when "everybody works and nobody shirks".

"Meet me at THE INN AT BUCK HILL FALLS, March 3, 4, 5, 6, 1932".

## The Kaleidoscope That Is Maqua

By MARGARET KUPPERLING, Carnegie Library, New York

Miss Kupperling of the Carnegie Library has been the director of the Creative Writing Course at Camp Maqua for the past five years. She tells about the experiment with high school girls, college girls and business girls from sixteen to thirty years of age in an organizational camp with an educational program, that is somewhat different.

"THE kaleidoscope that is Maqua Has turned again." begins a poem written by one of the Creative Writers at Camp Maqua, Poland, Maine during the summer of 1931. Camp Maqua,—rustic, restful, modern—nestled among greenest of pines and whitest of birches on the shores of a beautiful lake, which is Lake Thompson, and facing the mountains beyond. First, college girls from the easternmost colleges with their discussions of campus and world problems during the last two weeks in June; followed by the Girl Reserves—exuberant, enthusiastic, serious, carefree—the first two weeks in July; and, last, the business girls—stenographers, secretaries, teachers, book-keepers, dental assistants, an attorney or so, accountants, office managers, telephone operators, salesgirls, librarians, nurses, social workers, also in two week periods for the most part during the vacation-camp period from July fifteenth to September first. So the colors in the kaleidoscope changed.

Camp Maqua is owned and operated by the National Board of the Y. W. C. A. primarily as a camp for business girls from the ages of sixteen to thirty-five, and seemingly they "come out of the everywhere into the here". This last summer eleven states were represented among the campers with New York, Massachusetts, New Jersey, Maine, Connecticut, New Hampshire, Rhode Island, leading in numbers. When the counselor and staff group was included, it was no uncommon occurrence to find oneself a member of a foursome "bat" with Austria building

the fire, England cooking the bacon, New Zealand superintending the coffee, and the United States frying the eggs. South America, New Zealand, Austria, Bulgaria, England, Canada, Wales, America, thought, slept, ate, sang, compared notes together, so that at the end of the summer it was no wonder if Pennsylvania's "r's" had become a bit blurred and Vienna's accent slightly British. The friendship and the understanding that grew out of it all, not with conscious effort but with recognition and joy nevertheless, as each one played and worked herself into Maqua's program, defined "internationalism" for us in a way we are happy to have discovered. The night that the whole camp was invited by the Primitive Campers to their new campfire spot at Potash Cove summed it up and rounded it out for us. The trail, newly blazed through woods of tall pines and over the softest moss to an open spot on the shores of the lake, where the flames of our campfire dared the moon to peep at us over the treetops and where we heard the story of "How It Feels to be a Foreigner in the United States"—the bad, when one is only twenty-three and herded to Ellis Island and detained—puzzled, hurt, for three days; introduced and shown off as a "foreigner" and not as a personality; rushed continuously, then left to one's own lonely devices to "fit in"; but the very good that can forget all that and rejoice in the friends and the freedom and the real opportunity; of the plea from our small bit of China—she was barely five feet—who weighed the question but recognized the value to China of

American interest and good-will, for tolerance and sympathy which ultimately leads to world fellowship; of the lesson for us in New Zealand's solution of their race problem just because it was never faced as a "problem".

But what of these Primitive Campers? And Creative Writers? Are there other classifications at Camp Maqua? Is a Creative Writer ever a Primitive Camper? More colors in the kaleidoscope that is Maqua. The program is made up of interest groups that include swimming, tennis, archery, primitive camping, photography, health, creative writing, reading, worship-service-planning, crafts, dramatics, natural dancing, discussion of religion, boating, discussion of social and economic questions, music, and each camper is free to follow where her greatest interest lies. Or she may seek her favorite nook, and, like the little stone, "just set still". Surprisingly enough, at Maqua, the camper who arrives with only the one idea in mind of rest and relaxation, in not too long a time begins to realize that the little stone that just sits and does nothing all day long is almost as tired at the end as at the beginning and that the best rest and relaxation comes after physical, as well as mental activity. This realization is very gratifying to those who have formulated and planned the idea of Maqua's program which is to make possible the creative growth of the individual who comes there for her vacation. Included in the fullest creative growth is the adjustment of the individual to the social order in which she must live and operate as well as the "continuing process whereby the person is lead on by interest from one experience to another in such a way as to acquire the knowledge, skill, habits and appreciations which will mean the greatest enrichment of her life".

A typical camp morning might schedule such groups as Primitive Camping, Economics, Creative Writing, from nine thirty to ten thirty; and Crafts, Dramatics, Music, Swimming, from ten thirty

to eleven thirty, thus bringing woe to the heart of the camper who would like to try them all. Maqua is aware, however, that life everywhere is made up of selection, and she prefers to teach the lesson of choosing a limited number of interests and of working toward, if not perfection, at least real accomplishment, in them. Such remarks as "One of my roommates has joined the Economics Group and the other the Music, and I am in the Creative Writing so that each day we compare notes and know what they are all doing" gave proof that her method was working. The fact, too, that the group leaders always worked with the idea of correlation, wherever possible, between the interests and activities as expressed by another group and her own gave the campers added opportunity to discover not only the actual results of certain projects in a given two week period but often the real underlying interrelationship existing among them all. As an evidence of this, the members of the Dramatic Group, during the last two week period of the camp season, decided to dramatize Kipling's "The Cat Who Walked By Himself", which they did so ably as to make their audience almost forget their real identity as campers. The Economics Group, hearing of this plan of the Dramatics Group, conceived the idea of adapting the same story to the question of capital and labor which they were then discussing. The result was a clever story read by one of their members at the campfire, while her audience was able to visualize the abstract characters as wild-horse, cow, dog, or cat as they fitted into the analogy.

During another two week period it was again the correlation between the Economics and this time the Crafts Group. The subject of discussion was the growth of the machine age and the fact that the wheel has played a significant part in the different civilizations of the world. The evening program that grew out of it was certainly one of the outstanding ones

of the summer, an in the minds of many who saw it an outstanding one in their experience. It was done by means of shadow pictures with songs, music, poetry, and a reading content based largely on Stuart Chase's "Men and Machines", and the two groups worked together to combine materials, properties, and ideas. The first shadow picture was of a primitive man and an American Indian twirling a stick to make a fire; followed by the picture of an Egyptian with a lathe and a potter's wheel, as the first known evidence of a wheel, and a cart showing the beginnings of wood discs and fixed axles. Later came the pulley and the toothed wheel which Greece gave to the world, beautifully shown by a Grecian vase decorated with a frieze in a toothed wheel pattern, and a girl kneeling inside, operating a pulley. Roman pictures accompanied by talk of Roger Bacon and Leonardo and the things for which they were responsible, followed. Next came a picture of William Caxton and his printing press, followed by an adventurer in a really beautiful ship (made of cardboard!) showing man sailing the seas and taking the wheel around the world, developing trade and discovering new possibilities of commerce and industry. The next one showed a spinning wheel and a woman spinning the clothes of Western man for many, many years. The two after that were rather technical ones of wheels driven by water and steam, which were the products of a Chinese girl, studying for her M.A. in physics at Mount Holyoke College, and remarkably achieved. The final picture, introduced with some explanation of the way in which the wheel has entered into other modern countries such as Japan, Germany, Czechoslovakia, was that of an electrical wheel and pictures of mechanical men. Because of the enormous interest in Russia, at the suggestion of one girl a large map of Russia was drawn and placed in one corner of the sheet. At the opposite corner stood a Russian carrying a wheel, revolving it

slowly until she came to the map which the wheel then completely engulfed.

Because the Creative Writers believed that such eventful days and occurrences in Maqua's program had always an underlying significance, it was their joy to try to express in writing and discussion their interpretation of the meanings for themselves and the rest of the camp. They met each morning, handing in their writings, telling where the idea came from, whether they liked it or not and why, changing a word or phrase here and there if the author consented, and at the end of the two week period making a book of their writings to be presented to the camp. Sometimes the subject was a Carnival Day or a certain Worship service. Again it was a favorite pine tree, or a Music Evening, a Harvest Festival Day, or a sailor party, but in each bit—poetry or prose—the aim was to catch a spark of original thought and to present it in one's own new way. What of that Creative Writer who likened Maqua to a kaleidoscope? She said it this way:—

The kaleidoscope that is Maqua  
Has turned again.  
The colors are no less brilliant  
But the pattern is different;  
And underneath the gayness  
That the eye can see  
Is unsuspected depth  
Of sheer beauty.



## Unpopular Practices and Poplar Trees

In spite of all that is said to the contrary, emphasis in camp nature practice continues to be on a "list". Whether it be the identification of trees, a collection of insects, or within the realm of flowers or

stars, an appraisal of the nature program will reveal the "list" as the ever present "sore-thumb". The camper can still earn medals and insignia with "lists". He chants the "bird list", for example, and an emblem is sewed onto the proper place. Then the "bird list" is promptly forgotten because the camper must pass on to the "bug list".

Nature adventuring is too largely incidental so far as counselor consciousness is concerned. Right attitudes in the open, the recognition and obedience of nature's laws, useful and necessary skills on the trails, and joyful employment of leisure time may also be goals or desirable outcomes in a well-balanced program of nature education.

The issue is, "What are we aiming at", "What are the instruments?", and "What is the method?"

Once upon a time there was a nature leader who met a Camper. They set out together on a long hike. They followed a cement road. Soon they came to the top of a hill where the pavement passed through a stand of poplars. Green leaves were tossing in the breeze exposing their lower surfaces of down in the sunlight. These strange silvery surfaces were unlike anything the Camper had ever seen before.

"Oh, look, Counselor! What funny leaves! Why do they dance when other leaves are motionless? What is the silver? How did these trees get here? Tell me about them!"

"That tree?" queried the Counselor, pointing to one of them. Why that is *Populus alba*. Repeat *Populus alba* after me. You will surely want to add this tree to your "list". Take a leaf for your book. The Camper did as he was told, whereupon the Counselor said: "That is good! We will add a star to your crown (or did he say chart). And they hurried along.

Soon they came to a stream where a farmer boy was fishing. The Camper wanted to tarry but the Counselor had in mind last season's record for hiking

the cement road. They speeded onward.

After a while they came to an opening in the oak woods, where one could look across a valley. "What a beautiful view!" ventured the Camper. "Oh ye-ah-ah," the Counselor answered. "These oaks that were cut were *Quercus macrocarpa*. Collect *Quercus macrocarpa*. And here is *Quercus Prinus*. Collect *Quercus Prinus*". The Camper did as he was told, whereupon he was to have two more stars for the list on the chart. Then they hustled along the cement road.

Now this Camper became a man and all his days he wondered why he was unhappy in the woods and why he did not care to linger in the shade. He had ceased to ask questions about the poplar and no longer did he care to gaze across the fields. He did not have pleasant memories of the hikes he had taken in camp. In old age his visions of the open were void and without form.

There was another Counselor who met a Camper. They also set out on a long hike. Soon they came to the top of a hill where the road passed through a stand of poplars. Green leaves were tossing in the breeze exposing their lower surfaces of down in the sunlight. These strange silvery surfaces were unlike anything the Camper had ever seen before.

"Oh, look, Counselor! What funny leaves! Why do they dance when other leaves are motionless? What is the silver? How did these trees get here? Tell me about them!"

"Come!" said the Counselor, "Let us sit in this poplar grove and rest. That silver that you noticed gives this tree the name of silver-leaved poplar." The Camper marveled at the flattened, leaf-steam which was the cause of the leaf-dance. He had heard of the trembling aspen but did not know that aspen and poplar were different names for the same group of trees. And he had read in western story books about the Indians camping in a thicket of cotton-wood along the streams. "This down", continued the

Counselor, "prevents the loss of moisture." No, that is not the reason that it is called cottonwood. It has cottony fruit which is much like the milkweed except that it is on a smaller scale. The aspen, poplar, or cottonwood is great beaver food," volunteered the Counselor, whereupon another volley of questions were shot forth by the camper. At the end of fifteen minutes one could have heard the Counselor say, "We will have to save my other beaver stories until a later time".

As they stood to go the Counselor said: "My grandmother called this tree the necklace poplar. If you have fair eyesight you can find one of these necklaces." Whereupon, the Camper scurried about and soon presented a fuzzy catkin. He shook the catkin and caused a miniature "snow-flurry". "How would you like to play detective", queried the Counselor. This led to an animated discussion on prevailing wind, cottonwoods along streams, and how the silver-leaved poplar had been introduced from Europe by homesteaders.

They left the cement road and searched across the fields for the ancestors of the silver-leaved poplar. New questions were brought to the feet of the Counselor. Seeing cottonwood groves, smelling the balsam poplar, listening to the rustle of the leaves, hearing the story of the farmer as to how his "grandpap drove the cows home and stuck the gad in the ground which was the beginning of this old asp tree" were all woven into a pattern of everlasting experiences.

Now this Camper became a man and whenever he had a vacation he spent happy days in the woods and taught others that trees are interesting and beautiful. He would gaze at vistas along the roadway and often left the cement pavement to investigate a clump of trees. He bordered the windows of his home with silver-poplars that brought pleasant memories. And he served his fellowmen unselfishly throughout all his days.

## Camping a Life Experience

*Continued from page 12*

pants rather than spectators in amusements, in group projects of all wholesome kinds, and especially in citizenship. Their camp experience has taught them, if it has reached them at all, that it is only as they take part in what is going on, that they get any fun out of it. They have learned that unless they paddle, the boat does not go; unless they carry their share of the food and shelter, no one is comfortable; and unless they help make camp, everyone suffers. How clear is the need for this understanding in our body politic! As long as we wait for the other fellow to think and to act for us, so long do we keep from any satisfaction whatever in community progress.

A headmaster friend sums up all this consideration of camping as a life experience by saying that in judging prospective members of his staff, he would welcome no opportunity more than to go camping with each for several rainy days in the woods. In this experience, neither could wear for long any kind of a front; each would have to reveal his character as it is and as it might become; and each would be plumbed to the depth of his knowledge, his interests, his philosophy, his skill, his resourcefulness, his adaptability, and his companionability. Each would know whether he could respect the other, and whether he could happily cooperate with him.

What a test this would be! Think of the time it would save not only in teaching, but in every other field. Apply it especially to the selection of counselors. From all this, it is easy to measure the value of good camping-out to boys and girls. They and their counselors must see one another as they are. Their respect, admiration, and affection, or the opposite, must be based upon reality. It is this which makes camping an indispensable life experience—that in a simple, natural way, it reveals campers to one another, and fosters in them influences which make for the best.

## Do You Need Counselors?

THE announcement of the re-organization of the Placement Bureau of the C. D. A. and list of registrants in the December issue of *CAMPING*, brought many inquiries from directors. An early application will give choice of exceptionally well qualified counselors. In addition to the December list of available counselors, we present the following:—

### WOMEN

**D-C 113** *Dancing, Gymnastics* — Peabody College 1931. State Teachers College of Tennessee 1932. Can teach dancing, tennis, corrective gymnastics. Drives auto, plays piano. Qualify as Junior Counselor. American—Protestant.

**A-114** *Activity Counselor, Pianist, Swimming*—Northfield 1930. Taught music to children 6-14. Accomplished accompanist for Dancing classes and group singing. Swimming. Drives auto. Young American—Protestant.

**S-P 115** *Assistant Swimming Instructor*—Rye Country Day School. The Baldwin School 1931. In Vassar College. Has had camp experience. Passed Junior Red Cross Life Saving Test. Baseball, Hockey, Swimming. Young. American—Protestant.

**S-C 116** *Swimming, Canoeing*—Senior at University of Chicago. Four years camp experience and one year swimming instructor. Land sports, tennis, hockey, baseball, group singing, athletics. American—Protestant.

**N-117** *Nurse*—Beth Israel Training School 1931. Interested in Child Psychology. Plays violin, tennis, Dietitian, First-Aid, Dramatics. Experience in Children's Hospital, Boston. Pediatrics at Beth Israel Hospital. Jewish.

**S-A 118** *Swimming, Athletics*—Battle Creek College, 1928 B.S. At present a swimming instructor in public school. Seven seasons camp experience in private camps. Land sports, baseball, hockey, folk-dancing, weaving, pottery, basketry, campcraft, experienced high grade counselor. American—Protestant.

**S-A 119** *Swimming and Archery Instructor or assistant*—Friends High School, Philadelphia, 1929. Junior in Smith College. In addition to swimming and archery, understands sailing, baseball, hockey, group singing, Senior life saver. American—Protestant.

**A-C 120** *Assistant Counselor* — Lansdowne High School 1930. Wheaton College 1934. Can assist in sports, swimming, life saving, baseball, group singing, rhythmic dancing. Drives automobile. American—Protestant.

**D-121** *Dramatic Coach*—Vassar College, A.B. 1906. Boston University, M.A. 1928. Three courses in costuming, producing, directing plays and pageants at Auburn School Religious Education 1931. A good story teller, can produce correlated program on worship service. Mature High grade American—Protestant.

**M-126** *Music Coach*—Detroit Teachers College, 1929. Music Instructor in school (3 years). Nine years in private piano work. Plays piano, Cello, Trumpet. Group singing, dancing, horseback riding, swimming, drives automobile. Young—American—Protestant.

**H-124** *Handcraft and Folk Dancing*. State Normal School, (Salem, Mass.) 1930. Drawing, Crafts, Folk Dancing, Dramatics, School Teacher in elementary subjects. American—Jewish.

**HN-128** *Handcraft and Nature Work* — Cleveland School of Education of Western Reserve, 1932. Senior in Cleveland School of Art, 1932. Arts and crafts, Camp Craft, Nature Lore, First Aid, Dramatics. Experienced Counselor. American—Protestant.

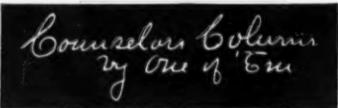
### MEN

**A-122** *Activity Counselor or Assistant*—Amherst 1934. Swimming, life-saving, horseback riding, gymnastics. Plays banjo, Uke, drives automobile, printing. Five years camp experience. Young—American—Protestant.

**A-123** *Assistant Athletic Counselor*—Mount Herman 1930. Acadia University 1934. Five years camp experience. Baseball, Athletics, corrective Gymnastics, canoe trips, wood work. Drives auto. Young American—Protestant.

**F-125** *Forestry and Athletic Director*. University of Maine, 1926; Harvard Summer School, 1931. Forestry, Riflery, Dramatics, Baseball Coach, Drives automobile. Camping experience in Northern Maine. American—Protestant.

**A-127** *Activity Counselor*—Lafayette College, 1933. Athletics, Leather Work, First Aid, Tutor. Four years' experience. American—Protestant.



It is the early bird that catches the worm. It is the Counselor who registers early for a camp position that gets the choice positions. If you have not placed your application with the Placement Bureau, do so at once. Write to the C. D. A. Placement Bureau, Room 703, 11 Beacon St., Boston, Mass. for registration blanks.

Camp Reunions were the vogue during the Holiday season. From Maine to California joyous groups of campers came together in reunion and lived again the experiences of camp life, at least they talked about the "good old times" at the dear old camp. We counselors had as good a time as the boys and girls. There is a Counselor comradeship that has a meaning all its own.

Counselors who desire to keep abreast of the camping movement should not miss attending the National Meeting of the C. D. A., March 3, 4, 5, 6, 1932 at The Inn at Buck Hill Falls, Pennsylvania. The Seminar Groups promise to be of particular value to counselors. He gives most who gets most, is a reversal of the old saying, but the Counselor who gives time for preparation and training is the one who gets the greatest fun out of camp and also the largest honorariums.

"As a whole men counselors do not believe in specific training for camp positions and directors of boys' camps do not expect or require their counselors to have specific training. Both directors and counselors of boys' camps think that if a man can do the stuff it is certain he can teach it. Schools and colleges have long had the idea that if a man knows a thing he can teach it and private schools do not seem to be over the idea nearly as much as public schools. Girls' camps, on

the whole, are more progressive than boys' camps. In girls' camps, there is no real assurance that an expert swimmer can teach swimming. An excellent Maine guide may be a poor camp counselor."

In Dr. Fretwell's opinion, counselors in boys' camps, as a rule, are an exceptionally fine body of men and have fine character. "There is a great deal of individual skill in these same men which should be developed. They can learn their jobs if they stick to them long enough and if directors do as much as they can to train and supervise their counselors. There is not enough training before camp and not enough training in camp. The chief unfavorable thing is that men go to camp for their own vacations. Counselors need to increase their willingness and ability to accept responsibility and need to learn to be camp recreational leaders. They need to have more of the leadership drive inside themselves."

The above statement is by Dr. Elbert K. Fretwell of Teachers College, Columbia University, New York City. What do you men think about it?

---

## News of the Sections

### The New York Section Conference

Vision backed up by hard work made possible one of the most successful Sectional Conferences ever conducted by the New York Section. December 4th and 5th were red letter days for the section and under the enthusiastic leadership of the President, Wallace Greene Arnold, aided by real functioning committees and the hearty support of the members, a program was carried out enlisting the participation of forty men and women representing national and local organizations interested in the Camping Movement. Space does not permit a detailed account of the conference, but a glance at the topics will reveal the richness of the program. "The Opportunity of the Summer Camp"—"Camping, a Life Experience"—"Education Through Camping" were the outstanding platform addresses.

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Three section meetings were conducted.  
A. "Safety, Sanitation and Medical Control"  
—B. "Program Problems"—C. "Business  
Management". The closing session was given  
over to hearing the report of the Findings  
Committees and a summary of the conference,  
also to ten minute presentations on "What  
Camping Means to Us and How We Use It to  
Promote Our Program" by representatives of  
the Camp Fire Girls, Boy Scouts, Girl Scouts,  
Children's Welfare Federation, Boys' Club  
Federation, Y. M. C. A. and the C. D. A.

At the Banquet and Luncheon, there was  
community singing, games, plays, Indian  
Songs by Princess Ataloo and TeAta. Tea was  
served in the Lounge of the hotel, the Barbi-  
zon-Plaza, when the sessions were held during  
afternoon periods. No detail was omitted in  
making the occasion a brilliant success.  
About 800 persons were in attendance.

One of the features of the conference was  
the Commercial Exhibit participated in by  
sixty-eight firms and completely filled the  
Mezzanine, Lounge, and adjoining rooms.

#### **Southern Appalachian**

Camp Nakanawa located at Mayland, Ten-  
nessee, on the Cumberland Plateau, has again  
the honor of playing host to the Business  
Women's Conference of the South and South-  
west. The Conference will last nine days be-  
ginning June 13, and will have a probable en-  
rollment of one hundred sixty. All facilities of  
the Senior Camp will be placed at the disposal  
of the delegates.

The annual Section Conference will be held  
February 27th and 28th, at Montreat, North  
Carolina. This gathering is usually one of the  
largest attended in the Southland and a num-  
ber of those who plan to attend will go direct  
from Montreat to the National Meeting at  
The Inn at Buck Hill Falls, Pennsylvania.  
The date was arranged with this combination  
in mind.

#### **Pennsylvania Section**

December 11th, 1931 was the date of the  
meeting of the Section and Pennsylvania Hotel,  
Philadelphia, was the place. The members had

the privilege of hearing Mr. Fred Leuhning nationally known swimming and physical education expert, who for years was in charge of the C. D. A. Swimming Conference and now connected with the University of Pennsylvania. The following is an outline of his talk on "The Standardization of Swimming Activities of the Summer Camp":—

Mr. Leuhning introduced his subject by detailing the development of the idea of standardization.

Twenty-one years ago Dr. Luther H. Gulick laid down four essential principles:

1. The necessity of grading swimmers according to ability.
2. All campers required to pass canoe test before getting canoeing privileges.
3. Necessity for the development of mental control and at-homeness in the water.
4. Necessity for discouraging excessive strain, speed, or distance.

Since these essential principles were first propounded by Dr. Gulick tremendous changes have taken place. First, altho size is no criterion to the efficiency or efficacy of the camp, still there has been a growth of the size of the camps as well as in the number of campers. Secondly, there has been a functional change from recreational to educational. Under the functional change from recreational to educational we have:

1. Camping movement colored too much by what happens in the poorer camps.
2. Parents begin to expect directors to be more careful than they themselves would be.
3. A tremendous increase in the number of people engaged in swimming and water sports in the various camps.
4. Program has been diversified and made attractive, and adapted to meet life's conditions.
5. Swimming is being viewed as a most important part of physical education.

How are the directors going to carry this increased responsibility:

1. Seeking for higher standards.
2. Seeking for personnel.

Certain dangers began to make themselves manifest, such as canoeing without tested

swimming ability, and the untrained counselor put in his appearance.

Mr. Leuhning stated that he personally knew of a camp where they engaged as head swimming counselor a man who could not swim! He also stated that he felt that camps to a large degree could solve their own problems by developing counselors who would be right there in time of emergency.

The following graded standards for campers have come into use:

1. Medical exam of all campers.
2. Graded tests for counselors.
  - a. Ability as life guard.
  - b. General efficiency of counselor, which includes teaching ability.

In the summer camp the main purpose of the physical education in the water is as follows:

1. Self preservation.
2. Ability to rescue fellow human beings.
3. Ability to acquire mastery of water in order to enjoy recreational activities.

The speaker mentioned that the racing dive was the most expeditious way of getting into the water. He thought that the life saving method teaching the use of the legs and wrist holds was wonderful in that it gave a camper a sense of achievement and a feeling of at-homeness in the water.

If a canoe should be capsized, the rescuing canoe should approach from the leeward. Kneeling, the canoeist comes toward the center, pulls capsized canoe across the upright canoe, and then puts the canoe, after it is rid of water, back into the water, and using the paddles makes a raft of the two canoes.

The speaker dwelt upon the fact that one camp gave all of the campers a quiz on rules and regulations before being permitted to go into the water.

In reply as to what he considered the best method of teaching swimming to beginners, Mr. Leuhning stated that the stroke to be used should fit the person or the camper. The same applies to the best method of support. It is very important that one of the first things taught is proper aquatic breathing, which means that there is one-way traffic—the air going in through the nose and out through the mouth. One way is to begin with experience

in floating. Any kind of artificial support given to the novice means that the person is out of the proper level, as the tendency is always to lift them too high, but if the person is first initiated into swimming by being taught how to float, adjustments are comparatively easy.

Another good way of teaching swimming is by means of the "dead man's float" because the momentum engendered by pushing off from a dock is quite a factor in helping the body to float.

#### Pacific Section

The 1932 Conference will be held at Asilomar, California, March 10, 11, 12, 13. The guest speaker will be A. E. Hamilton, author of "Boy Ways", and other speakers and leaders will be Edith Kempthorne, National Council, Camp Fire Girls; Dr. George J. Fisher, Boy Scouts; and Oleda Schrottkey, National Council Girl Scouts. Skills Groups will be conducted and a special display and exhibit is being planned. Between 400 and 500 attend this annual gathering.

The new Secretary-Treasurer is Louis H. Blumenthal, 121 Haight Street, San Francisco, California.

The camp sessions of Mills College open June 25th and close July 23rd, and courses are offered in Sports, Camp Leadership, Archery, Natural Dancing, and Horseback Riding. The camp group is limited to forty and Miss Rosalind Cassidy, President of the Pacific Coast Section, is the Director of the course.

#### New England Section

January 23rd is the date of the next meeting of the Section to be held in Boston. "Counselors—Training, Salaries, Privileges" is the topic for discussion.

The Boston Round Table for men directors will meet Saturday, January 9th when the discussion will center around the same subject, "Counselors Salaries". A questionnaire has been sent out to the group for the securing of data.

#### Mid-West Section

The annual Convention will be January 29th and 30th at the Medinah Athletic Club, Chicago, and a splendid program is being arranged.

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## An Invitation

This is advance notification that the present writer is planning to attend the March meeting at Buck Hill Falls prepared to invite the National Convention to Nashville in 1933. Once only has such a convention met in the South, namely, at Asheville some six years ago. In the light of recent camp progress, particularly by reason of the tremendous impetus to the camp cause in Dixie such a convention would generate, the writer hopes that cities in the East and North will give way in 1933 to Nashville.

This is neither the time nor the place to dilate on the logical fitness of Tennessee's capital city for a National C. D. A. Convention. Abundant evidence will be forthcoming in later issues of the *Camping* Magazine to justify the selection. Suffice to say that the South needs the stabilizing and inspiring effect of a National Convention as perhaps no other section of our country. Come to Nashville in 1933! All Dixie invites you.

L. L. RICE,

Director, The Nakanawa Camps,  
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Camp Directors who are seeking authentic data regarding the American Indian and the contribution he has made to American Art, Music, Drama and Crafts, will find this book of Julian Harris Salomon ("Apota") a gold mine of information and suggestions. Be sure to include it in your book purchases for the season of 1932.

#### A BIBLIOGRAPHY OF CAMP LITERATURE

Children's Welfare Federation of  
New York City, Inc., 244 Madison  
Ave., New York City.

Of the making of bibliographies there is no end, but here is one that is of particular interest and of unusual value to camp directors and counselors. It is up-to-date, at least its compilation included up to April 1931 when the mimeographed bibliography was issued. It is a copy of all material upon the subject of Camping on file in the office of the Federation. Very few books of publishers are listed. The publication of organizations such as Boy Scouts, Girl Scouts, U.S. Dept. of Agriculture, Dept. of Public Health, Camp Fire Girls, American Red Cross, Y. W. C. A., Child Study Associations, Playground and Recreation Associations, National Safety Council, Cleanli-

ness Institute, National Commission on Mental Hygiene, C. D. A., Audubon Society are included under 15 classifications. Send for a copy.

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